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AUTHOR Laskey, Marcia L.; Totoraitis, Ann
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ABSTRACT

An annotated list of tests for assessing students' learning abilities is provided in this document. Each annotation contains information that helps the educator gauge the negative and positive aspects of the tests. Information useful in understanding intelligence quotient (IQ) subscores and their implications is included. The tests described are categorized as reading tests, a comprehensive psychoeducational test, critical thinking tests, language tests, mathematics tests, memory tests, and an intelligence test. Classification ratings for IQs on the Wechsler Adult Intelligence Scale--Revised (WAIS-R) and Slosson Scales, implications of low scores and instructional applications of the verbal and performance tests of the WAIS-R, and implications of low scores and recommended instructional strategies for the annotated tests are outlined. Also included are 10 possible criteria for diagnosing learning disabilities and high risk students. Finally, six recommendations to facilitate learning for learning disabled students are provided in the following areas: (1) advocacy; (2) priority scheduling; (3) academic support; (4) developmental classes; (5) supplementary instructional materials; and (6) modifications of general examinations. A 13-item list of references is included. (SLD)

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Going the Extra Mile:

Formal Diagnosis In The Learning Center

Marcia L. Laskey

Cardinal Stritch College

Ann Totoraitis

Alverno College

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Since assessment is rapidly becoming an important means for evaluating students and often helps in determining what strategies will be most effective for teaching and learning, the following information should be helpful for educators who are involved in assessing student progress and performance.

The information in this article can be used as a guideline for evaluating individualized tests that can be used in learning centers or by individual educators to assess student's learning abilities, both weaknesses and strengths. The annotated list of tests was developed as a practical tool for quickly gauging the negative and positive elements of these tests. Also included is information useful in understanding IQ subscores and their implications. Finally, criteria for diagnosing Learning Disability students and some recommendations for assisting students academically conclude this article.

ANNOTATED TEST LIST

READING

Woodcock Reading Mastery Tests Revised

This test is an individually administered reading test which focuses on word recognition, word attack, word comprehension and passage comprehension. It gives the examiner a chance to see the student's specific strengths and weaknesses.

Positive	Negative
Facilitates educational planning and specific strategies	The word comprehension and passage comprehension scores tend to be somewhat inflated
	Time consuming to administer

Woodcock-Johnson Psycho-Educational Battery -- Part II

The Woodcock-Johnson is an individually administered reading cluster. This cluster consists of word identification and passage comprehension. The cluster score converts to a grade equivalency score.

Positive	Negative
Quick to Administer	Not as thorough as the Woodcock Reading Mastery Test
Quick to score	
Reveals a grade equivalency	

COMPREHENSIVE PSYCHO EDUCATIONAL TEST

The Woodcock-Johnson Psycho-Educational Battery -- Part I (W-J P-E)

The W-J P-E Battery is a wide-range comprehension set of tests for measuring cognitive ability and academic aptitudes.

The Cognitive Factor Cluster includes oral language, broad reasoning, perceptual speed & memory

The Scholastic Aptitude cluster includes a determination of reading aptitude, math aptitude, written language aptitude and knowledge aptitude.

Positive	Negative
Gives a broad ability score	Requires about an hour to administer
Gives scholastic aptitudes	Time-consuming to score

CRITICAL THINKING

Cornell Critical Thinking Test -- Level Z

The Cornell Critical thinking Test is a group or individual critical thinking tests designed to evaluate general critical thinking skills including induction, deduction, assumption identification, semantics, credibility and definitions.

Positive	Negative
Simple to score	Time consuming to administer
Reveals difficulties with reading and reasoning	Students find this test extremely challenging

Watson-Glaser Critical Thinking Appraisal

The Watson-Glaser Critical Thinking Appraisal is a group or individual standardized test designed to evaluate analytical and logical reasoning. The subtests are inferencing, recognition of assumptions, deduction and interpretation and evaluation of arguments.

Positive	Negative
Simple to score	40 minutes to administer
Reveals difficulties with reading and reasoning	Challenging

LANGUAGE

Test of Written Language - 2 (TOWL-2)

The TOWL is an individual language test which gives the students' overall written language quotient including score for the students' contrived and spontaneous writing.

Positive	Negative
Indicates specific strengths and weaknesses	Subjective scoring
Thorough evaluation of English skills	Time consuming to administer and correct

Test of Adolescent Language (TOAL-2)

The TOAL is an individual language test which also includes an evaluation of the students' listening, reading and speaking skills.

Positive	Negative
All encompassing evaluation of language skills including expressive and receptive language	Very time consuming to correct and administer
Eliminates subjective scoring	
Includes a spontaneous writing selection	

MATH

Woodcock-Johnson Psycho-Educational Battery -- Part II, Math

The Woodcock-Johnson-Math is an individually administered math test which involves calculation and applied problems.

Positive	Negative
Gives grade equivalents of math skills	Somewhat brief
Quick to give and score	

Wide Range Achievement Test - Mathematics Subtest (WRAT)

The WRAT is a ten minute timed computation test, with grade equivalents which include elementary and high school levels.

Positive	Negative
Quick to administer & score	Penalizes the slow worker
	Difficult to complete in 10 minutes

MEMORY TESTS

Non-Verbal Selective Reminding Test

The Non-Verbal Selective Reminding Test is a normed individual memory test that measures visual long-term storage and retrieval.

Positive	Negative
Quick to give	Complicated to score

Selective Reminding Test

The Selective Reminding Test is a normed individual memory test that measures long-term verbal memory including storage and retrieval.

Positive	Negative
Quick to give	Complicated to score

INTELLIGENCE TEST

Wechsler Adult Intelligence Scale-Revised (WAIS-R)

The WAIS-R is an individually administered intelligence test that measures verbal and performance IQ. The subtests can be very informative as they reveal patterns of cognitive weaknesses and strengths.

Positive	Negative
Can reveal learning disabilities	Requires administration by highly trained examiner
Can reveal areas of cognitive difficulty	Time consuming to administer and score
Helpful in making educational decisions	

CLASSIFICATION RATINGS FOR IQ'S ON THE WECHSLER AND SLOSSON SCALES

WAIS-R

IQ	Classification
130 and above	Very Superior
120-129	Superior
110-119	High Average
90-109	Average
80-89	Low Average
70-79	Borderline
69 and below	Mentally Deficient or Mentally Retarded

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WAIS-R	Sub Score Range
1 - 4	Very Limited Learner
5 - 6	Limited Learner
7 - 8	Slow Learner
9 - 11	Average
12 - 14	Bright
15 - 17	Superior
18 - 19	Very Superior

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SLOSSON IQ CLASSIFICATION CHART

IQ	Classification	School Accomplishment and Placement
144-above	Gifted	Gifted programs, college, graduate work
133-143	Very Superior	Gifted classes, college, graduate work
120-132	Superior	Gifted classes, college, graduate work
110-119	High Average	High school, college
90-109	Average	High school, Junior college
80-89	Low Average	Slow learner classes, Vocational School
68-79	Borderline	Slow learner classes and classes for retarded
52-67	Mild Retardation	Classes for retarded (Educable)
36-51	Moderate Retardation	Classes for retarded (Trainable)
20-35	Severe Retardation	Trainability Questionable School Inclusion
Zero - 19	Profound Retardation	School Exclusion or untrainable

IMPLICATIONS OF LOW SCORES

AND

INSTRUCTIONAL APPLICATIONS

OF THE WAIS-R

Sub Test Information

Verbal Test

POSSIBLE IMPLICATIONS OF LOW SCORES	INSTRUCTIONAL STRATEGIES
Information	
Poor range of factual knowledge Poor range of information Poor memory	Stress factual material through use of reading newspaper articles, discussing current events, and doing memory exercises
Tendency to give up easily ESL background Low achievement orientation	Use enrichment activities
Similarities	
Poor conceptual thinking Difficulty in seeing relationships	Focus on recognition of differences and likeliness
Difficulty in selecting and and verbalizing appropriate relationships between two objects or concepts	Use contrast/compare exercises
Overly concrete mode of thinking Rigidity of thought processes Negativism	Teach language development and exercises involving abstract words, classifications, and generalizations

Arithmetic

Inadequate ability in mental arithmetic	Develop basic arithmetic skills through use of practice and drills
Poor concentration	Use concrete objects and actual problems to introduce concepts
Anxiety over a school-like task	
Blocking toward mathematical tasks	
Poor school achievement	
Anxiety (e.g., worry over personal problems)	

Vocabulary

Poor word knowledge	Develop a working vocabulary through exercises in reading, speaking and writing
Poor verbal comprehension	
Poor verbal skills and language development	Use other verbal enrichment exercises i.e. crossword puzzles word games
Limited educational or family background	Use 3x5 cards to increase knowledge of vocabulary
Difficulty in verbalization	Learn words as concepts
Foreign language background	
Verbalization not encouraged in culture	

Comprehension

Poor social judgment	Discuss and model the actions of others to help develop social awareness and social expectations
Failure to take personal responsibility (e.g., overdependency, immaturity, limited involvement with others.)	Employ role-play situations
Overly concrete thinking	
Difficulty in expressing ideas	
Creative individual looking for unusual solutions	

Digit Span

Anxiety	Emphasize listening skills
Inattention	Use oral sequencing activities
Distractibility	Use short and simple directions and repeat when necessary
A possible learning deficit	
Difficulty in auditory sequencing	

Performance Test

POSSIBLE IMPLICATIONS OF LOW SCORES	INSTRUCTIONAL IMPLICATIONS
Picture Completion	
Anxiety affecting concentration and attention	Focus on visual learning techniques stressing individual parts that make up the whole
Preoccupation with irrelevant details	Use visual perceptual activities
Negativism ("nothing is missing")	Use visual study strategies such as mapping and charting
Picture Arrangement	
Difficulty with visual organization (sequencing)	Focus on cause and effect relationships and logical sequential presentations
Difficulty in anticipating events events and their consequences	
Inattentiveness	Use writing assignments where students supply the ending
Anxiety	
Failure to use cues	
Block Design	
Poor visual-motor-spatial integration	Use spatial-visual tasks and perceptual tasks involving breaking down an object and building it up again
Visual-perceptual problems	
Poor spatial orientation	Focus on part-to-whole relationships and working with a model or key

Object Assembly

Visual-motor difficulties	Develop perceptual skills through guided practice in assembling parts into familiar configurations
Visual-perceptual problems	
Poor planning ability	Encourage trial-and-error activities
Difficulty in perceiving a whole	Focus on interpretation of wholes from minimal cues
Minimal experience with construction tasks	
Limited interest in assembly tasks	
Limited persistence	

Coding

Visual-motor coordination difficulties	Use visual-motor learning exercises, ie. computer and video activities
Distractibility	
Visual defects	
Poor pencil control	
Disinterest in a school-like task	
Excessive concern for detail in reproducing symbols exactly	
Lethargy	

IMPLICATIONS OF LOW SCORES AND RECOMMENDED INSTRUCTIONAL STRATEGIES FOR ANNOTATED TESTS

POSSIBLE IMPLICATIONS OF LOW SCORES	INSTRUCTIONAL STRATEGIES
Woodcock Reading Mastery Revised	
Test 1 Visual Auditory Learning	
Not applicable to high school/college students.	
Test 2 Letter Identification	
Not applicable to high school/college students.	
Test 3 Word Identification	
Poor sight vocabulary	Build schema
Dyseidetic	Use 3x5 cards for vocabulary development
Poor memory	Use whole language approach
Limited cultural experience	Use the impress or echo method
Test 4 Word Attack	
Dysphonetic	Teach vocabulary through context
	Use echo system to enhance pronunciation
	Teach word relationships
Test 5 Word Comprehension	
Poor critical thinking skills	Build schema
Poor vocabulary knowledge	Build vocabulary through use of concepts
Possible lack of strong cognitive ability	Develop critical thinking skills
Poor schema	Place students in developmental reading course
	Teach word relationships

Test 6
Passage Comprehension

Lacks context skills	Teach context skills
Poor comprehension	Build comprehension skills
Slow reading speed	Place students in developmental courses

Woodcock-Johnson Psycho-Educational Battery-part II

Poor basic math skills	Placement in a remedial math class
Poor memory	Participate in a tutorial
Test anxiety	Review of basic math skills
	Get affective support

Woodcock-Johnson Psycho-Educational Battery-part I

Discrepancies between cognitive factor clusters	Placement in exceptional education
Low verbal ability scores	Develop oral listening vocabulary and speaking vocabulary
Low reasoning cluster scores	Teach step-by-step basic reasoning processes, can be incorporated into reading comprehension activities
Low memory cluster scores	Teach techniques for developing memory, i.e. focusing, chunking new information, reviewing information

Cornell Critical Thinking Test and Watson-Glaser Critical Thinking Appraisal

Poor comprehension	Teach inductive and deductive reasoning
Lacks critical thinking skills	Teach inferencing skills
Poor inferencing skills	Place student in developmental reading class
	Teach word relationships

Test of Written Language-2

Low contrived writing score	Review spelling
Low spontaneous writing score	Teach basic rules of punctuation and capitalization
	Practice writing simple logical sentences
	Progress to more complex sentences writing and combining
	Encourage and reinforce the act of writing
	Present students with open-ended questions to be developed
	Provide numerous opportunities for the student to do expositiry and creative writing
	Help student to develop sentence building strategies; then develop these into cohesive paragraphs

Test of Adolescent Language-2

Low scores in listening vocabulary	Give practice exercises where students must listen, take notes and then answer questions based on newly learned information
Low listening grammar	
Low speaking vocabulary and speaking grammar	Give students opportunity to present expository information and then question classmates
	Encourage students to give oral presentations
	Teach basic reading comprehension strategies, i.e. K-W-L, etc.
	Review spelling
	Teach basic rules of punctuation and capitalization
	Practice writing simple logical sentences

Low reading vocabulary and reading grammar	Progress to more complex sentences writing and combining
Low writing vocabulary and writing grammar	Encourage and reinforce the act of writing
	Present students with open-ended questions to be developed
	Provide numerous opportunities for the student to do expositiry and creative writing
	Help student to develop sentence building strategies; then develop these into cohesive paragraphs

Wide Range Achievement Test-Level 2-Math

Poor basic math skills	Placement in a remedial math class
Poor memory	Participate in a tutorial
Test anxiety	Review of basic math skills
	Get affective support

Nonverbal Selective Reminding Test (visual)

Difficulty with remembering printed material	Read text orally
Limited vocabulary	Join study groups
Lack of visual learning strategies	Use 3x5 cards for short amount of information and vocabulary words
Participate in talking books	

Selective Reminding Test (auditory)

Poor auditory memory	Tape record lectures
Limited retrieval strategies	Teach visual strategies as cues to retrieval of information
Poor retention	Focus on reading more than lecture
Difficulty with test taking	Focus on instructor's visual cues-blackboard, overheads, etc.

POSSIBLE CRITERIA FOR DIAGNOSING LEARNING DISABILITY AND HIGH RISK STUDENTS

1. Full scale I.Q. score Wechsler Adult Intelligence Scale-Revised (WAIS-R) within the average range or high-low average range
2. One or more standard deviations between the verbal and the performance of the WAIS-R
3. Wide disparity between sub scores on the WAIS-R
4. Uncommon errors on informal/formal written exercises especially when the errors are inconsistent with the persons given abilities, i.e. phonetic spelling at an adult age
5. Low percentile scores, as compared to ability level in reading, when an appropriate amount of time was spent taking the test
6. Previously diagnosed as a LD in elementary/secondary school
7. More than one standard deviation away from the mean on memory tests, i.e. Selective Reminding or memory subtest on the Woodcock Johnson
8. Having a confirmed diagnosis as Dyslexic when evaluated by a competent diagnostician
9. Weak high school transcript
10. Poor self perception of academic skills

RECOMMENDATIONS to FACILITATE LEARNING for the LEARNING DISABLED STUDENT

1. **Advocacy**
   The first goal for the learning disabled student is to understand their specific academic needs and to relay them to professors and academic support staff.

2. **Priority Scheduling**
   Students who are learning disabled need to be given first priority when scheduling classes. A schedule should be flexible and reflect the student's needs, for example, placement in smaller classes and lighter academic load.

3. **Academic Support**
   Tutoring-peer/professional, paired learning, study groups. Various types of academic support should be made available to the learning disabled student.

4. **Developmental Classes**
   Developmental classes are designed to build and reinforce basic skills, enhance background knowledge and through repetition and practice, prepare the learning disabled student to enter higher level courses. These may include reading, study skills, math and English.

5. **Supplementary Instructional Materials**
   Taped textbooks, talking books, video taped classes, class outlines

6. **General Exam Modifications**
   Specific adjustments for testing often are necessary and can include oral exams, extended time, and/or a reader.

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